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ABSTRACT

Delta State University (Mississippi) encourages the development of the affective domain of its students, including its education majors, through their participation in a course called Volunteering in the Community. This paper reviews the concept of service learning and the findings of a Brevard Community College (Florida) survey concerning students' service learning. The Delta volunteers program is described as a two to three credit course in which students serve at a volunteer site for 30 to 48 hours per semester and attend weekly seminars covering such topics as socioeconomic aspects of the Delta region, the role of the volunteer in helping agencies, social responsibility, and community resources. Students keep a journal reflecting on their experience and give an oral report integrating their experience with lifelong goals and expectations. Responses to a questionnaire by 43 students completing the course indicated that: (1) the volunteer experience confirmed the choice of a major of approximately half the students and had no effect on 40 percent; (2) the most widely cited reasons for joining the volunteer program were desire to help others, course credit, personal development, and career exploration; and (3) students reported improvements in self-confidence, the ability to work and learn independently, insight into their personal strengths and weaknesses, and a sense of personal achievement. Appendices contain a course syllabus and the questionnaire. (Contains 25 references.) (JDD)

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Affective Domain Objectives in Volunteer Courses for Postsecondary Teachers

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Running Head: Affective Domain

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AFFECTIVE DOMAIN OBJECTIVES

In modern American education we speak of educating the "whole child." Every school of education, every teacher's college makes sure its graduates have encountered Bloom's Taxonomy of Educational Objectives and can plan instruction to stimulate all facets of their students. But while we encourage the teachers of elementary, middle, and secondary students to provide for cognitive, affective, and psychomotor growth, at the postsecondary level of education we continue to develop primarily cognitive objectives and use methods of evaluation that measure cognitive learning almost exclusively. Should we not postulate desired outcomes in the affective domain as well? Should we not then develop strategies for achieving these outcomes?

Perhaps these desired outcomes would include positive feelings of self-worth, an enhanced and more positive feeling toward the educational institution, increased self-confidence, and empathy for members of other socio-economic classes. We at Delta Volunteers believe that one of the best places in the postsecondary curriculum for these values and feelings to be

fostered is in a supervised volunteering experience. This experience may be incorporated in a for-credit course, such as Delta State University's Social Work 101: Volunteering in the Community (For syllabus-related material, see Appendix C at the end of this paper), or deliberate effort may be exercised to recruit, train, and follow up student volunteers in some of the ways described in the body of this paper. A range of possible curricular objectives based upon a Taxonomy of Educational Objectives (Krathwohl, Bloom, and Masia, 1964) can be found in Appendix D of this paper.

A Brief Review of Service Learning

Volunteer programs nationwide as well as on college campuses have exploded in recent years. The United States population as a whole is volunteering more, as reported in Vogue (1991) and Fortune (1990) magazines, with an increase from 27% of Americans volunteering in 1977 to 41% in 1990. There has been concern in the past that students were interested only in high paying jobs at graduation, but recent studies show a dramatic increase in the number of students volunteering in all types of community service. Campus Compact, an organization designed to provide service learning

opportunities to college and university students, was founded in 1985 and grew from an original 12 to 230 member institutions in 1990. Many universities have also formed groups to promote and coordinate community service. A number of states (California, Connecticut, Illinois, Kansas, Minnesota, Pennsylvania) have passed laws authorizing funds to encourage students participating in community service work (Brown, 1990).

The federal government gave a positive boost to community service work with the passage of the National and Community Service Act of 1990 by the 101st Congress. This legislation provides funds to state-sponsored programs utilizing students in community service work (Kennedy, 1991). During his term of office President George Bush placed a major emphasis on volunteerism with his Points of Light program, which was designed to reward volunteer efforts (Hamilton & Hamilton, 1992). President Clinton took office in January of 1993 and immediately announced plans for a National Service Program in which college and university students could earn vouchers for their educational cost by working for one to two years in non-profit agencies. The first 1,500 participants were

placed in community service projects during the summer of 1993 (Jaschik, 1993). The Clinton model will include all demographic student groups, not just (as in past programs) select interest groups such as persons in Peace Corps or those eligible for the GI Bill. The emphasis will be on helping college students with financing their education while also providing volunteers for projects that benefit poor communities (Bernstein and Cock, 1993).

Although these volunteer programs have become more popular in recent years, scant research has addressed the problem of evaluating the educational impact of service learning on the volunteering student.

Service learning is a coordinated program of student volunteerism related to academic program that allows students to work in the community as volunteers and to apply concepts learned in the classroom. Service learning is generally traced back to the educational philosophy of John Dewey (Kennedy, 1991). Conrad and Hedin (1991) reported after a review of the history of service learning that service in an educational program stimulates learning and social development in students while also narrowing the separation of youth from the

wider society. They further stated that it is difficult to prove the effectiveness of service learning in educational research. Service is often not a tangible activity and has many potential effects. Conrad and Hedin's review of studies show that social, personal, and academic development are enhanced by community service. In a 1982 study, Conrad and Hedin found that students participating in service programs had increased problem-solving ability as measured by reactions to a series of real-life situations. Other studies revealed that students experienced an increase in self-esteem, more positive attitudes towards others, more exploration of careers, and growth in moral and ego development (Conrad & Hedin, 1991). Other authors cited benefits as well, including increased learning when service is connected to the curriculum and when students can see the connection between education and everyday life (Brisco, 1991; Schive, 1990).

The Brevard Community College Survey

One of the few statistical reports on such volunteer programs comes from an unpublished survey conducted at Brevard Community College in Cocoa, Florida. The survey, (Henry, 1991), done by Roger Henry of the Center for Service

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Learning (CSL), asked a range of questions of 222 students who volunteered through the CSL in the Fall 1991 and Spring 1992 semesters. Of the 222 students who responded to the Henry survey, approximately 81% were female. Those 19 or younger made up about 26% of the group, those aged 20-21 made up about 17%, those aged 22-25 about 14%, those aged 26-30 about 11%, and those aged 31 and over about 32%. About 78% had served one semester or less as a volunteer at the time the survey was completed. Of the responders, 43% reported that their service learning experience had confirmed their major selection, while 38% reported the experience had had no effect upon their major selection; approximately 16% reported that their service learning experience had made them think about a new major, while 2% reported that they had changed their major selection as a result of their service learning experience. About 45% of responders reported that their service learning experience had confirmed their career plans, while about 39% reported no effect on their career plans; approximately 13% reported that their service learning experience had led them to question their career plans, while slightly more than 2% reported changing their career plans as a

result of their experience. Approximately 38% of responders reported that their volunteer work was more educational than their classroom work, and approximately 46% reported their volunteer work was equally educational as their classwork; only about 16% of responders reported that their volunteer work was less educational than their classroom work.

Overall, approximately 67% of responders rated their service learning volunteer experience as "excellent," 29% as "good," and 4% as "fair"; no responders rated their experience as "poor." Approximately 97% of responders said they would recommend the volunteer program to friends or classmates. Responders reported that their service learning experience had at least a "moderate effect" on the following:

a. Future course selection: 48.2%
b. Improved G.P.A.: 26.6%
c. Positive attitude toward academic studies/other classes: 47.7%
d. Better relationships with faculty members: 39.6%
e. Desire to stay in college or complete degree: 50%
f. Acquisition of specific academic skills and knowledge: 31.5%
g. Positive attitude toward "experiential" programs like this one: 78.4%
h. Positive attitude toward community involvement/citizenship: 83.8%
i. Positive attitude toward this college: 57.7%
j. Improved self-confidence: 66.7%
k. Ability to work and learn independently: 62.2%
l. Insight into your personal strengths and weaknesses: 68.9%
m. Sense of personal achievement: 84.7%
n. Sense of social responsibility: 71.2%
o. Ethical/moral development: 44.1%
p. Development of functional life skills, e.g., communication, assertiveness, problem solving: 58.6%
q. Development of occupational skills: 42.3%

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r. Understanding of social cultural differences: 48.6%
s. Application of classroom knowledge: 33.3%
t. Enriched classroom learning: 25.2%

Data gained by administering the Henry survey or a similar instrument to participants in college and university service learning and volunteer programs around the country would be helpful in determining the characteristics of the student volunteer, the most successful means of recruitment, and the most common educational effects.

Description of the Delta Volunteers Program

The volunteer program at Delta State University, established with a grant from ACTION, involves placing students in community agencies either for academic credit or continuing education units. Students are recruited through faculty advisors, clubs, organizations, flyers, posters, media publicity, and word-of-mouth advertising. Students may generally serve the agency or opportunity of their choice. For students seeking academic credit, a course entitled "Volunteering in the Community" can be taken for 2 or 3 hours credit through the Social Work Unit. Students in the course serve at the volunteer site of their choice for a minimum of 30-48 hours per semester and attend a weekly seminar which

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covers such topics as socio-economic aspects of the Delta region, the role of the volunteer in helping agencies, communication skills, service learning and social responsibility, and community resources. Professionals from various service agencies are also invited to speak to the class.

Because Delta State University is located in a rural area, many students commute and are allowed to develop a volunteer site in their own community. Types of agency sites include a local community action program, Head Start, mental health centers, public schools, hospitals, nursing homes, Department of Human Resources, day care, Area Agency on Aging, Habitat for Humanity, Literacy Council, and a Displaced Homemaker Program.

Especially popular are the tutoring and mentoring programs in the local schools. In the mentoring program, Delta State students are paired with at-risk students in the junior high schools of the Cleveland District IV schools; mentors plan activities, recreation, and fellowship time with clients. Tutoring programs include in-school and afterschool programs in schools throughout the Mississippi Delta.

Educational objectives include promotion of cross-cultural

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understanding, social change, and awareness of poverty related issues. Student volunteer placements are structured so that students can experience the following: attaining valuable professional skills, exploring various career settings, assisting those populations in need, developing contacts within the community, and developing an attitude of civic responsibility.

Reflection is a key component of the learning process. Critical thinking skills are enhanced by using several worksheets focusing on the student designing his/her own learning objectives. Students also keep a journal reflecting on a series of questions about their experience (Henry, 1991a). Students give an oral report at the end of the semester which integrates their experience with lifelong goals and expectations; the report must include an assessment of how the volunteer experience has affected their career choices and future plans.

The students wanting to volunteer without taking the course for academic credit are given a brief orientation and placed in an agency. Agencies are strongly encouraged to provide appropriate in-house training. These students receive continuing education hours, but do not formally participate in the reflective assessment of their experience described above.

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Delta Volunteers staff continues to maintain contact with all volunteers, counseling and advising participants, developing and improving ties with agencies making use of volunteers, and keeping records of all program activities. Publicity and recognition of volunteers and participating agencies are awarded high priority. Delta Volunteers also acts to promote partnerships and cooperation between both on-campus organizations and community institutions.

A particularly close relationship has developed between Delta Volunteers and the Cleveland District IV public schools. During the 1993-94 school year this is resulting in cooperation in the training of and coordination of school mentors. Delta Volunteers received a small grant in 1993 from the United Way of Cleveland/Bolivar County; the program has been approved as a United Way member agency for 1994. Currently, Delta Volunteers is one of a coalition of agencies attempting to organize and implement a "Dare to Be You" program with local at-risk youth. Delta Volunteers staff has also been asked by Mississippi's first lady, Pat Fordice, to participate in a task force to organize a statewide volunteer center in Jackson; this invitation grew from Delta Volunteers'

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nomination and selection earlier this year as the statewide winner in one of the six categories of the First Annual Governor's Initiative for Volunteer Excellence (GIVE) awards.

Methodology

During the 1991-92 academic year all students completing the for-credit course SWO 101 - "Volunteering in the Community" and three other program participants who volunteered a minimum of 30 hours were asked to complete a Student Volunteer Questionnaire. (A total of 331 other program participants completed 1-29 hours of volunteer service, but were not included in this survey sample.) An additional 50 participants who volunteered a minimum of 30 hours completed an identical survey during the 1992-93 academic year. (In that year an additional 291 participants completed 1-29 hours of volunteer service, but were not included in the survey sample.) The survey instrument (a copy of which is in Appendix A) is a slightly modified form of one used at Brevard College (Henry, 1991b). It includes 77 data points to evaluate student reactions to the volunteer experience. The questionnaire was given out at the end of the course each term to assess the impact of the whole experience.

The students were asked to voluntarily and anonymously fill out the survey. (For a copy of this questionnaire with explanation of the method of tabulating results, see Appendix A.) The tabulation of the information supplied by the 43 responders to this survey instrument appears in Table 1. Please note that the tabulated results for variables 3, 15, 30, 31, and 32 cannot be meaningfully interpreted without the break-outs provided in the "Description of Data" section following Table 1.

In order to compare the Affective Domain with the Cognitive Domain, four composite variables were constructed from individual items on the survey. Two questions guided the construction of these variables: 1) What Cognitive and Affective issues led students to <u>choose</u> the service learning course? 2) What Cognitive and Affective issues from the course experience had an <u>impact</u> on the student? Figure 1 (page 18) describes the composition of these four variables.

A dependent group *t* test was used to compare the COGNITIVE CHOICE (CC) variable with the AFFECTIVE CHOICE (AC) variable for each of the 93 respondents. AC (Mean=2.38; SD=.119) was significantly higher than CC (Mean=1.72;

SD=.136). The value of t was 5.064; p < .001). Similarly, a dependent groups t test was used to compare COGNITIVE IMPACT (mean=4.12; SD=.248) with AFFECTIVE IMPACT (mean=5.914; SD=.141). The value of t was 8.327, p<.001). If probability levels are adjusted to reflect experiment-wise Type I error rates, both values of t still exceed the p=.01 level.

Table I

Tabulated Results of the 1991-93 Delta State University Survey

(continued on next page)

cas/pc: basic stats	Descriptive statistics in dbl precision N. of CASES = 93 [from 100] (MD pairwise deleted)			
		Mean	Std.Err.	Std.Dev.
VAR1	Sex (0 = male; 1= female)	.728261	.049128	.471221
VAR2	Age (youngest = 1; oldest = 5)	2.526882	.107667	1.038303
VAR4	Class level (Fr = 1; S = 2; Gr = 3)	3.172043	.098639	.951242
VAR5	Length of experience	1.217391	.057471	.551244
VAR6	Programs participated in	1.466667	.080882	.767310
	How Learned About Delta Volunteers			
VAR7	Club	.000000	.000000	.000000
VAR8	Class presentation	.043011	.021152	.203981
VAR9	Poster	.182796	.040295	.388594
VAR_010	Advisor	.397849	.051029	.492107
VAR_011	Professor	.172043	.039349	.379463
VAR_012	Friend	.301075	.047825	.461212
VAR_013	Newspaper	.107527	.032297	.311461
VAR_014	Other	.053763	.023515	.226773
VAR_015	Effect on choice of major	2.365591	.150412	1.450524
	What motivated you?			
VAR_016	Course credit	.731183	.046222	.445748
VAR_017	Desire to help others/service	.817204	.040295	.388594
VAR_018	Experience/career exploration	.666667	.049147	.473960
VAR_019	Social concerns	.354839	.049883	.481058
VAR_020	Apply classroom knowledge	.225806	.043591	.420379
VAR_021	Knowledge	.430108	.051617	.497774
VAR_022	Personal development	.677419	.048736	.469997
VAR_023	Skill development	.397849	.051029	.492107
VAR_024	Enjoyment	.526882	.052053	.501983
VAR_025	Broaden horizons	.462366	.051981	.501284
VAR_026	Free time	.172043	.039349	.379463
VAR_027	Other	.021505	.015124	.145848
VAR_028	BLANK			
VAR_029	Recommended or required?	.445652	.052104	.499761
VAR_030	Most helpful in choosing	3.540230	.181918	1.696814
VAR_031	Effect on career plans	3.032258	.091033	.877888
VAR_032	Compared with classroom work	1.549451	.063021	.601179
	Rating Delta Volunteer services			
VAR_033	Helpfulness of office staff	3.724138	.048196	.449509
VAR_034	Learning materials	3.379546	.057648	.540787
VAR_035	Adequate orientation	3.666667	.049969	.474045
VAR_036	Application process	3.709677	.047324	.456371
VAR_037	Cooperation, friendliness	3.804348	.041586	.398876
VAR_038	Communication with office	3.588889	.054497	.517002
VAR_039	Information provided	3.681319	.049117	.468547
	Help, Support, and Guidance			
VAR_040	Volunteer coordinator	.989011	.010989	.104828
VAR_041	Faculty sponsor	.934783	.025883	.248262
VAR_042	Agency supervisor	.913088	.029848	.284736
VAR_044	Workload	.065217	.025883	.248262
VAR_046	Incorporating learning	3.450000	.077337	.691723

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Table 1
(continued from previous page)

css/ps: basic stats	Descriptive statistics in dbl precision N. of CASES = 93 [from 100] (MD pairwise deleted)			
		Mean	Std.Err.	Std.Dev.
	Rating Experience			
VAR_047	Helpfulness of agency	3.673913	.055960	.536752
VAR_048	Adequate orientation/training	3.505495	.075550	.720704
VAR_049	Adequate supervision	3.527473	.068724	.655586
VAR_050	Meaningful tasks	3.500000	.068252	.654654
VAR_051	Acceptance and support	3.634409	.056765	.547424
VAR_052	Recognition	3.630435	.055119	.528681
VAR_053	Overall rating	.688172	.050658	.488531
VAR_054	Recommend the program?	1.000000	.000000	.000000
VAR_055	Future course selection	.445652	.052104	.499761
VAR_056	Improved G.P.A.	.706522	.047734	.457851
VAR_057	Positive toward academics	.569892	.051617	.497774
VAR_058	Relationships w/faculty	.565217	.051966	.498445
VAR_059	Desire to stay in school	.526882	.052053	.501983
VAR_060	Acquisition of skills	.440860	.051763	.499181
VAR_061	Positive toward programs like this	.892473	.032297	.311461
VAR_062	Positive toward community involvement	.956989	.021152	.203981
VAR_063	Positive toward Delta State University	.673913	.049141	.471348
VAR_064	Improved self-confidence	.881720	.033669	.324689
VAR_065	Independent work and learning	.752688	.044981	.433786
VAR_066	Insight into strengths and weaknesses	.892473	.032297	.311461
VAR_067	Personal achievement	.860215	.036153	.348643
VAR_068	Social responsibility	.784946	.042835	.413087
VAR_069	Ethical/moral development	.645161	.049883	.481058
VAR_070	Functional life skills	.891720	.118280	1.140647
VAR_071	Occupational skills	.537634	.051981	.501284
VAR_072	Understanding of differences	.612903	.050782	.489726
VAR_073	Application of knowledge	.494624	.052126	.502681
VAR_074	Enriched classroom learning	.473118	.052053	.501983

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Figure 1

Construction of Composite Variables for Cognitive and Affective Domains

COGNITIVE CHOICE (CC): CC = the sum of items 18, 20, 21, and 23 from the survey.
(What motivated you to apply for a service learning course?
#18 = Experience/career exploration
#20 = To apply classroom knowledge
#21 = Knowledge
#23 = Skill development

AFFECTIVE CHOICE (AC): AC = the sum of items 17, 19, 22, and 24 from the survey.
(What motivated you to apply for a service learning course?
#17 = Desire to help others/service
#19 = Social concerns
#22 = Personal development
#24 = Enjoyment

COGNITIVE IMPACT (CI): CI = the sum of items 55, 60, 65, 70, 71, 72, and 74.
(Did your service learning experience have at least a moderate effect on the following?)
#55 = Future course selection
#60 = Acquisition of specific academic skills & knowledge
#65 = Ability to work and learn independently
#70 = Development of functional life skills
#71 = Development of occupational skills
#72 = Understanding of social cultural skills
#74 = Enriched classroom learning

AFFECTIVE IMPACT (AI): AI = the sum of items 61, 62, 64, 66, 67, 68, and 69.
(Did the service learning experience have at least a moderate effect on the following?)
#61 = Positive attitude toward "experiential" programs
#62 = Positive attitude toward community involvement
#64 = Improved self-confidence
#66 = Insight into personal strengths and weaknesses
#67 = Sense of personal achievement
#68 = Sense of social responsibility
#69 = Ethical/moral development

Description of Data

Let us consider a few of the tabulated results of this survey that are particularly relevant to our discussion.

Analysis of Variable 1 reveals that responders to the survey were 72.8% female, showing females volunteering more frequently than the 59.6% female make-up of Delta State University student body reported for Fall Semesters 1991 and 1992 would lead one to expect. The mean age was within the 20-21 year age range (Variable 2), which is reflected in the mean class level of junior (Variable 4). For many students this was their first semester of volunteer work, although nearly half reported having volunteered before (Variable 5).

A break-out of Variable 3 indicated responders were majoring in the following areas:

16.1%	15	Social Work
11.8%	11	Psychology
19.3%	18	Education (all areas)
2.2%	2	Accounting
1.1%	1	Business Administration
1.1%	1	Master of Business Administration
16.1%	15	Business Management
2.2%	2	Computer Information Systems
1.1%	1	Finance
4.3%	4	Marketing
1.1%	1	Office Administration
2.2%	2	Criminal Justice
2.2%	2	History

1.1%	1	Political Science
4.3%	4	Biology
3.2%	3	Audiology/Speech Pathology
1.1%	1	Occupational Therapy
1.1%	1	Physical Therapy
1.1%	1	Medical Records Adminstration
5.4%	5	Nursing
2.2%	2	Other
100.3%	93	

An analysis of these results shows the following distribution by university division:

43.0%	40	School of Arts & Sciences
29.0%	27	School of Education
19.4%	18	School of Business
6.1%	6	School of Nursing
2.2%	2	Other or Undecided

Variable 15 (Did your service learning/volunteer experience have any effect on your choice of a major?) cannot be interpreted without the following break-out:

51.6%	48	Confirmed my choice
1.1%	1	Changed my mind
6.5%	6	Made me think about a new major
40.9%	38	Had no effect
0%	0	No reply

The most widely cited reasons for joining the volunteer program (Variables 16-27) were:

Desire to help others/service	79.1%
Course credit	74.4%
Personal development	66.7%
Experience/career exploration	62.8%

When responders were asked which was the most helpful in choosing a service learning volunteer program (Variable 30) actual replies were as follows:

20.4%	19	Office Staff
10.8%	10	Friends
8.6%	8	Orientation
15.1%	14	Agency visit
31.2%	29	Volunteer opportunity
8.6%	8	Brochure, Directory Guide
5.4%	5	Inconclusive data

When responders were asked in what way the service learning/volunteer experience affected their career plans (Variable 31) actual replies were as follows:

11.8%	11	Questioned my previous choice
1.1%	1	Changed my career plans
59.1%	55	Confirmed my plans
28.0%	26	No effect

A further break-out of Variable 32 (My volunteer work is (was) . . .) shows the following replies:

48.4%	45	More educational than my classroom work
44.1%	41	Equally educational with my classroom work
5.4%	5	Less educational than my classroom work
2.2%	2	Inconclusive data

The responders' average rating of their experience as service learning volunteers (Variable 53) was 3.6, in the "Good" to "Excellent" range. When asked if they would recommend the

volunteer program to any of their friends or classmates (Variable 54) ninety-two of the survey responders answered "yes"; while one responder left the item unmarked.

The areas responders most commonly indicated had been at least moderately affected by their volunteer experience (Variables 55-74) were:

Var. 62	Positive attitude toward community involvement/citizenship	95.7%
Var. 66	Insight into your personal strengths and weaknesses	89.2%
Var. 61	Positive attitude toward "experimental" programs like this one	89.2%
Var. 64	Improved self-confidence	88.2%
Var. 70	Development of functional life skills	88.2%
Var. 67	Sense of personal achievement	86.0%
Var. 68	Sense of social responsibility	78.5%
Var. 65	Ability to work and learn independently	75.3%

Only two areas were indicated as moderately affected by their volunteer experience by less than 50% of the responders:

Var.73	Application of classroom knowledge	49.5%
Var. 74	Enriched classroom learning	47.3%
Var. 55	Future course selection	44.6%
Var. 60	Acquisition of specific academic skills and knowledge	44.1%

A comparison of responses by the 93 responders to the 1991-93 Delta State University survey and by the 222 responders to the 1991/92 Brevard Community College survey is found in Appendix B.

Discussion of Data

The volunteer program at Delta State university appears to draw students from a wide range of major fields of study. The gender of volunteers is generally reflective of the university population, although females are disproportionately over-represented. This lends credence to the popular stereotype that females are more likely to volunteer, but it also shows that males can be recruited and involved. A program desiring to obtain large numbers of volunteers quickly might target females, but a program planning to sustain continued growth would do well to reach out to males as potential recruits.

Students seem to volunteer for a wide range of reasons. Indeed, any volunteer may have multiple reasons for participating in the volunteer program and more particularly in an academic course in volunteering. Although course credit was cited as a reason for participating by about 3/4 of the responders to the survey, even more indicated a desire to help

others, and large numbers also indicated volunteering out of a desire to achieve personal development or to gain experience and to explore career options. Students volunteer out of altruism, self-interest, and curiosity. Recruitment efforts should appeal to a complex of motives. Few students changed their minds about choices of major fields or careers as a result of their volunteer experiences. In fact, most reported that their experiences either had no effect or else confirmed choices they had already made. Delta Volunteers staff has learned by talking to participants, however, that students are gaining confidence, experience, and contacts in their chosen fields through their volunteer experiences. Those students who do excellent or superior work at their volunteer sites are later able to call upon site supervisors and agency personnel for highly positive letters of reference. All of these points could be emphasized to faculty advisors to persuade them to encourage students to participate in the volunteer program.

What educational effects does the volunteer experience have upon the student participant? It would appear that students gain positive attitudes toward both the community and themselves. They especially report improvement in self-

confidence, the ability to work and learn independently, insight into their personal strengths and weaknesses, and a sense of personal achievement.

Finally, note that t tests demonstrated that the affective domain had a greater impact on both the choice of a service learning experience and the impact of that course on students. More data and an additional survey instrument might be able to track academic achievement of students before, during, and after the volunteer experience, especially if these students could be compared with a control group of comparable students not participating in the volunteer program.

Additional Information About Delta Volunteers

As has been demonstrated, the Delta State University volunteers have reported a positive experience. In addition to the data elicited by the survey, Delta Volunteers staff have observed a wealth of anecdotal information. A sampling of students' written comments on the questionnaire were as follows:

> "It has allowed me time to see where I need to work on areas of my life, to be more organized and more flexible."

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"I think this class is very helpful and should be recommended to all students."

"My service learning/volunteer experience has made me have an optimistic outlook on life."

"Volunteering has really helped me in my communication skills and also in my choice of careers."

"It has meant a great deal to me. I truly enjoyed working with the students. I am now convinced that education is the right field for me. I gained insight on what a good teacher does. The experience has motivated me to try to motivate others."

"It has helped me learn more about myself. It has allowed me an opportunity to step into the real world and see what it is like."

"I am very proud to have participated in this program. It made me take a long look at our society and the different ways of all the people in America. I've learned not to be critical of anyone for the way they are."

"I've learned to work with all kinds of people. In the beginning, I really didn't want to work with the elderly but now I have no problem with any type of person."

"This opportunity has been more valuable to me than <u>any</u> other course I have had in college up to this point! Through working with others in the community I have gained much confidence in myself and have gained much needed insight into the complex problems that I shall be facing in my future work. Words simply cannot describe accurately the

sense of personal achievement that I have felt through my work with others in need!"

Two students have reported that they were able to get jobs as a result of their volunteer service. One of the participants was hired upon graduation at the agency in which she had volunteered. Two education students reported that they had learned more in their volunteer experience than they could have in class.

Several students involved in the mentor program related that they learned about another culture, and many students stated that they realize how fortunate they are after working with others. A number of students plan to continue volunteering even though the course is over. Clearly, the students have successfully explored career opportunities, have learned about cross-cultural differences, have learned more about themselves and exhibit an increase in self-esteem.

The tutoring and mentor programs have especially been successful, exemplified by comments from high-risk youth involved in the program in the spring of 1992, who asked in the fall when the program would start again.

The public schools regularly have education majors observing in classes as required by their curriculum. An

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administrative official of the local school district states that the teachers have noted a difference in the volunteers sent by Delta Volunteers, who represent a variety of majors. The teachers relate that the volunteers are there because they ask to be in the schools, and they show more enthusiasm and are successful with the children. The school official stated, "It's a first for the teachers to call me and ask for volunteers." It is interesting to note that many of these university students are not education majors with teaching skills. The school official further stated that these non-education major volunteers seem to excel in their spirit and enthusiasm precisely because they are in the schools for altruistic motives rather than because of course requirements.

Future Implications

There are several areas that we can improve on, especially in the development of more specialized placements. It takes a great deal of time and effort to promote service learning in already-existing classes where faculty might give students the option of doing related community work or a research paper.

The mentoring efforts could be extended to schools outside Cleveland to involve more university students paired with one

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child as in the buddy system implemented at Queens College in Flushing, NY (Salz and Trubowitz, 1992). Other schools have also reported positive experience with mentoring programs (Hamilton and Hamilton, 1992; Schneider, 1990; Seldner, 1992). In the Cleveland Public Schools all mentoring is currently being organized through a specially funded program. Delta State students have been recruited to be trained and to serve in this more formal program.

The importance of reflection and critical thinking skills as a component of community service has been noted by other authors (Kaye, 1989; Schive, 1990; Wilde, 1991; Coles, 1989; Conrad and Hedin, 1991). This component needs to be offered to those students not enrolled in the for-credit volunteering course to enhance their experience and give more meaning to their service work.

The literature reveals very little about the community service programs on college and university campuses. The authors found a number of articles on infusing community service into the K-12 curriculum. There was also much discussion on the pros and cons of making community service mandatory or selective. Several educators promote community

service as a means of school reform and several states such as Pennsylvania and Minnesota have given funding to such projects. These states report a positive return in student development and community improvement (Kay, 1989; Schive, 1990; Briscoe, 1991; McPherson, 1991; Wilde, 1991; Schive and Scales, 1992).

Our future goal is to build on this beginning and offer to interested students more instruction upon leadership roles, upon how non-profit organization boards work, and upon the continuing role of the community volunteer. Students are interested in their future. Teaching students how to turn their volunteer experience into work experience is a valuable tool. An article in the April 21, 1989 issue of U. S. News and World Report reported that employers are recognizing that "people involved in challenging volunteer activities tend to develop strong skills in working with other people, problem solving, vision, and leadership" (U. S. News, 1989). In addition, the article reported that major corporations are including volunteer service on the application section of the employment history and corporations like to see volunteer experience on resumes.

More research is needed to explore the variables that lead

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to the best academic/social volunteer experience for university students. If the secondary schools continue in the trend of community work then our college students will be on track.

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Appendix A
Questionnaire and Coding Information

Delta Volunteers
Student Volunteer Questionnaire

Social Work Program
Delta State University
P. O. Box 3172
Cleveland, MS 38733

Please take a few minutes to answer It means a lot to us

Var. 1 SEX: 0 Male 1 Female

Var. 2 AGE: 1 19 or younger 3 22 - 25
2 20 - 21 4 26 - 30
5 31 or older

Var. 3 MAJOR: (Tabulation meaningless without break-out.)

Var. 4 CLASS LEVEL Freshman = 1; Sophomore = 2; Junior = 3; Senior = 4; Graduate = 5

Var. 5 HOW LONG HAVE YOU VOLUNTEERED?
1 One Semester 2 Two Semesters 3 More

Var. 6 NAME OF VOLUNTEER PROGRAM(S) IN WHICH YOU HAVE PARTICIPATED?
1. (Count) 2. _____
3 _____ 4. _____

HOW DID YOU LEARN ABOUT DELTA VOLUNTEERS? 0 = Not Marked 1 = Marked

Var. 7 ___ Club Var. 8 ___ Class Presentation Var. 9 Poster Var. 10 Advisor
Var. 11 ___ Professor Var. 12 A Friend Var. 13 Newspaper Var. 14 Other

Var. 15 DID YOUR SERVICE-LEARNING WORK/VOLUNTEER EXPERIENCE HAVE ANY EFFECT ON YOUR CHOICE OF A MAJOR? (Please mark only one)

1 Confirmed my choice
2 Changed my mind
3 Made me think about a new major
4 Had no effect

WHAT MOTIVATED YOU TO APPLY FOR A SERVICE-LEARNING VOLUNTEER POSITION?
(MARK AS MANY AS APPLY) 0 = Not Marked; 1 = Marked

Var. 16 ___ Course Credit
Var. 17 ___ Desire to help others/service
Var. 18 ___ Experience/career exploration
Var. 19 ___ Social concerns
Var. 20 ___ Apply classroom knowledge
Var. 21 ___ Knowledge
Var. 22 ___ Personal development
Var. 23 ___ Skill development
Var. 24 ___ Enjoyment
Var. 25 ___ Broaden horizons
Var. 26 ___ Free time
Var. 27 ___ Other (Please specify)

_____

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Var. 29 WAS YOUR VOLUNTEER WORK RECOMMENDED OR REQUIRED BY ANY ACADEMIC UNIT OR PROFESSOR? 1 YES (NO

Var. 30 WHICH WAS MOST HELPFUL IN CHOOSING YOUR SERVICE-LEARNING VOLUNTEER PROGRAM (PLEASE MARK ONLY ONE)

1 Office staff
2 Friends
3 Orientation
4 Agency visit
5 Volunteer Opportunity
6 Brochure, Directory/Guide

Var. 31 IN WHAT WAY DID YOUR SERVICE-LEARNING/VOLUNTEER EXPERIENCE AFFECT YOUR CAREER PLANS? (PLEASE MARK ONLY ONE)

1 Questioned my previous choice
2 Changed my career plans
3 Confirmed my plans
4 No effect

Var. 32 MY VOLUNTEER WORK IS (WAS)

1 More educational than my classroom work
2 Equally educational with my classroom work
3 Less educational than my classroom work

PLEASE RATE THE SERVICES PROVIDED BY DELTA VOLUNTEERS (PLEASE MARK ONLY ONE PER ROW)

VS = VERY SATISFIED
S = SATISFIED
D = DISSATISFIED
VD = VERY DISSATISFIED
NA = NOT APPLICABLE

		VS=4	S=3	D=2	VD=1	NA = (Missing Data)
Var. 33	1. Helpfulness of office staff	—	—	—	—	—
Var. 34	2. Learning materials	—	—	—	—	—
Var. 35	3. Adequate orientation	—	—	—	—	—
Var. 36	4. Application process	—	—	—	—	—
Var. 37	5. Cooperation, friendliness of office staff	—	—	—	—	—
Var. 38	6. Amount, quality of communication with office	—	—	—	—	—
Var. 39	7. Program, agency information provided	—	—	—	—	—

Did you receive enough help, support and guidance from:

Var. 40 Volunteer Coordinator? 1 Yes 0 No
Var. 41 Faculty Sponsor? ___ Yes ___ No
Var. 42 Agency Supervisor? ___ Yes ___ No

Var. 43 Comments: 0 = No comment or Mixed Comments
+1 = Positive comments
-1 = Negative comments

Var. 44 Was the workload too great? 1 Yes 0 No

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Var. 45 Comments: 0 = No coment or mixed comments
+1 = Positive comments
-1 = Negative comments

How well were you able to incorporate your practical learning with your academic study in your journal, report, seminars, readings, etc.?

Var. 46 N/A = Missing Data 0=0 1=1 2=2 3=3 4=4
Not Applicable — Not At All — Very Well

PLEASE RATE YOUR EXPERIENCE AT THE VOLUNTEER SITE AT WHICH YOU PARTICIPATED. (MARK ONLY ONE PER ROW)

VS = Very Satisfied S = Satisfied D = Dissatisfied VD = Very Dissatisfied NA = Not Applicable

		VS=4	S=3	D=2	VD=1	NA = Missing Data
Var. 47	1. Helpfulness of agency staff					
Var. 48	2. Adequate orientation/training					
Var. 49	3. Adequate supervision					
Var. 50	4. Meaningful tasks to perform					
Var. 51	5. Acceptance and support					
Var. 52	6. Recognition for my efforts					

Var. 53 OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE AS A SERVICE-LEARNING VOLUNTEER? (MARK ONLY ONE)

4 Excellent 3 Good 2 Fair 1 Poor

Var. 54 WOULD YOU RECOMMEND YOUR VOLUNTEER PROGRAM TO ANY OF YOUR FRIENDS OR CLASSMATES?

1 YES 0 NO

Did your service-learning experience have at least a moderate effect on the following? (Please mark as many that apply) 1 = Marked 0 = Not Marked

Var. 55 ___ a. Future course selection?
Var. 56 ___ b. Improved G.P.A.?
Var. 57 ___ c. Positive attitude toward academic studies/other classes?
Var. 58 ___ d. Better relationships with faculty members?
Var. 59 ___ e. Desire to stay in school or complete degree?
Var. 60 ___ f. Acquisition of specific academic skills and knowledge?
Var. 61 ___ g. Positive attitude toward "experiential" programs like this one?
Var. 62 ___ h. Positive attitude toward community involvement/citizenship?
Var. 63 ___ i. Positive attitude toward Delta State University?
Var. 64 ___ j. Improved self-confidence?

0 = Not Marked
1 = Marked

Var. 65 ___ k. Ability to work and learn independently?
Var. 66 ___ l. Insight into your personal strengths and weaknesses?
Var. 67 ___ m. Sense of personal achievement?
Var. 68 ___ n. Sense of social responsibility?
Var. 69 ___ o Ethical/moral development?
Var. 70 ___ p. Development of functional life skills, e.g., communication, assertiveness, problem solving?
Var. 71 ___ q. Development of occupational skills?
Var. 72 ___ r. Understanding of social cultural differences?
Var. 73 ___ s. Application of classroom knowledge?
Var. 74 ___ t. Enriched classroom learning?

Var. 75 Please add any other comments you think would be useful to Delta Volunteers in assisting future students, community agencies, and instructors.

0 = No comment or mixed comments
+1 = Positive comments
-1 = Negative comments

Var. 76 WHAT HAS YOUR SERVICE-LEARNING/VOLUNTEER EXPERIENCE MEANT TO YOU?

0 = No comment or mixed comments
+1 = Positive comments
-1 = Negative comments

Var. 77 Course requirement 0 = Enrolled in SWO 101
1 = Not enrolled in SWO 101

THANK YOU! PLEASE RETURN BY CAMPUS MAIL (BOX 3172) OR DROP OFF AT THE OFFICE TODAY, EWING 391

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Appendix B Survey Results

Description	Brevard Community College	Delta State University 1991-92	Delta State University 1991-93
% female	80.63	69.77	72.83
Age	3.06	2.74	2.52
Average number of semesters	1.32	1.33	1.22
Club	4.14	0.00	0.00
Class	43.52	2.32	4.30
Poster	10.36	18.60	18.28
Advisor	7.25	44.19	39.78
Professor	19.69	18.60	17.20
Friend	10.36	16.28	30.11
Newspaper	1.04	16.28	10.75
Other	3.63	2.32	5.38
Course credit	66.67	74.42	73.12
Desire to help	74.32	79.07	81.72
Experience/career exploration	54.05	62.79	66.67
Social Concern	28.83	32.56	35.48
Apply classroom knowledge	14.86	23.26	22.58
Knowledge	41.44	38.10	43.01
Personal Development	53.60	66.67	67.74
Skill development	33.78	35.71	39.78
Enjoyment	50.45	52.38	52.69
Broaden Horizons	33.33	47.62	46.24
Free time	11.71	9.52	17.20
Other	9.46	2.38	2.15
Recommended by Advisor/ Academic Unit	46.12	52.38	44.57
Related to class	1.78	1.63	1.55
Office staff helpful	3.75	3.61	3.72
Learning materials	3.53	3.56	3.58
Orientation	3.50	3.65	3.67
Application	3.65	3.70	3.71
Cooperation, friendly office staff	3.87	3.80	3.80
Communication with office	3.68	3.57	3.59
Agency information	3.67	3.73	3.68
Center staff	95.87	100.00	98.90
Faculty sponsor	94.86	95.12	93.48
Agency supervisor	92.49	97.50	91.21
Workload too great?	9.09	4.76	6.25
Incorporated to classroom	3.14	3.51	3.45
Helpfulness of agency	3.60	3.67	3.67
Adequate orientation/training	3.43	3.56	3.55
Adequate supervision	3.51	3.43	3.53

Description	Brevard Community College	Delta State University 1991-92	Delta State University 1991-93
Meaningful tasks	3.47	3.59	3.50
Acceptance and support	3.73	3.64	3.63
Recognition	3.64	3.[illegible]9	3.62
Overall rating	3.63	3.[illegible]	3.69
Recommend the program?	97.20	100.00	100.00
Future course selection	48.20	48.84	44.57
Better GPA	26.58	58.14	70.65
Positive attitude toward other classes	47.75	65.12	56.99
Better relationship with faculty	39.64	88.37	56.52
Complete degree	50.00	58.14	52.69
Acquire knowledge/skills	31.53	41.86	44.09
Positive attitude toward experiential	78.38	88.37	89.25
Positive attitude toward community	83.78	100.00	95.70
Positive attitude toward DSU	57.66	69.77	67.39
Improved self-confidence	66.67	86.05	88.17
Ability to work independently	62.16	76.74	75.27
Insight into strengths/ weaknesses	68.92	90.70	89.25
Personal achievement	84.68	86.05	86.02
Social responsibility	71.17	83.72	78.49
Ethical/moral development	44.14	58.14	64.52
Functional life skills	58.56	81.40	88.17
Occupational skills	42.34	53.49	53.76
Understanding cultural differences	48.65	67.44	61.29
Apply classroom knowledge	33.33	55.81	49.46
Enriched classroom learning	25.23	53.49	47.31

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APPENDIX C

Volunteer Course Syllabus Extract

(Continued on next page)

DELTA STATE UNIVERSITY
SOCIAL WORK PROGRAM

Fall, 1993
Assistant Professor - Alinda C. Sledge
of Social Work Ewing 391A
846-4407

SWO 101
Volunteering in the
Community

COURSE DESCRIPTION

Assigned volunteer experiences in Social Welfare organizations in the Delta. Required periodic seminar on community resources and beginning skills in helping

TEXT

Selected readings.

EDUCATIONAL OBJECTIVES

Upon successful completion of the course, the student will be able to discuss the following:

1. The socio-economic aspect of the Delta region.
2. The services provided by social welfare agencies.
3. The problems encountered in service delivery in local social welfare organizations.
4. Poverty-related issues and promotion of social change.
5. The importance of promotion of cross-cultural understanding.
6. The meaning of service learning and social responsibility.
7. The role of the volunteer including expectations and limits of role.
8. Volunteer rights, responsibilities, and ethics.
9. The importance of voluntarism, social commitment, and service to the community, and good citizenship.
10. Ways to integrate service with personal lifestyle.
11. One's own personal growth derived from one-to-one contact with clients in agencies and reflective journaling.
12. The exploration of roles in helping agencies or career exploration.

MAJOR STUDENT ACTIVITIES

Each student will be expected to:

1. Keep a journal of reflective thinking using the attached outline and record on service learning log form.
2. Attend and participate in seminars.
3. Volunteer in a human service setting.
4. Deliver an oral presentation (reflective analysis) including brief description of agency assignment with emphasis on integration of experience with rest of life. (Be sure to include the following: meaning and value of one's service, how volunteer experiences integrate with careers, academics, and goals or life plans.)
5. Participate in student performance evaluation and agency evaluation.
6. Review selected readings.

APPENDIX C
(Continued from previous page)

EVALUATION AND GRADING

For 3 hours credit

Reflective Written Work (Serving Learning Log)		15%
Seminar Attendance and Participation		30%
Volunteer Experience	(48 hrs)	45%
Oral presentation (Reflective Analysis)		5%
Performance Evaluations		5%

For 2 hours credit

Reflective Written Work		15%
Seminar Attendance and Participation		30%
Volunteer Experience (Hour Report)	(30 hrs)	45%
Oral Presentation		5%
Performance Evaluations		5%

Students will be expected to complete satisfactorily the assigned activities. Because of the weight placed on participation, students should be careful to limit their absences as much as possible. More than **one** unexcused absence will affect the participation grade. In order to receive credit for the course students must attend at least 75% of the scheduled class meetings. Any late assignment will be penalized 10 points for each week of lateness. The grading scale will be as follows:

94 - 100 A, 84 - 93 B, 74 - 83 C, 65 - 73 D, and below 65 F

Students will evaluate course and instructor before the end of the term using the program faculty evaluation form.

CHEATING AND PLAGIARISM

Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, the instructor may determine the penalty, or he/she may report the offense to the program chair and dean of his/her school. The usual penalty involves a grade of zero on the test, examination, or paper in question.

APPENDIX D

(Continued on next page)

Curricular Objectives for Volunteerism

The Affective Domain

1.0 **Receiving (Attending).** The person is willing to receive (detect) Affective Stimuli.
- 1.1 Awareness. The person will be conscious of ways to be personally involved in service (Neutral).
- 1.2 Willing to Receive. The person attends to and tolerates messages on service. While still neutral, at least the subject does not avoid communications regarding personal involvement in service.
- 1.3 Controlled or Selected Attention. The person controls attending in order to distinguish among competing messages (e.g. service opportunities vs. financial contribution), attending more often to service opportunities. At this level, the person is still neutral with regard to behavioral responses.

2.0 **Responding.** The person has a very low level of commitment at first, followed gradually by more involvement.
- 2.1 Acquiesence in Responding. The person will engage in group service (e.g. fraternity, class assignment). However, the person is just "going along with it", and does not actively seek service opportunities.
- 2.2 Willingness to respond. The person will engage in service activity without coercion (e.g. calls for more information about how to be involved in Habitat for Humanity). This willingness increases until actual services are given.
- 2.3 Satisfaction in Responding. The person experiences enjoyment after giving volunteer service. Note that this satisfaction can occur at almost any level of involvement from this point on.

3.0 **Valuing.** These steps involve the gradual internalization of volunteerism as a personal value. The person believes that volunteering is a worthwhile activity for them. A "positive attitude" toward service has been developed.
- 3.1 Acceptance as a value. The person believes that service is valuable and is willing to be identified as a person holding that belief.
- 3.2 Preference for a value. The person begins to actively pursue opportunities for service from among competing activities (such as watching TV).
- 3.3 Commitment. The person believes in the value of service with a high degree of certainty. The person tries to convince others to become involved.

APPENDIX D
(Continued from previous page)

4.0 **Organization.** As the value becomes internalized (3.0), the person begins to organize "service" as a value within a consistent personal system of values. While service may not be the person's most valued activity, the person does recognize how service is prioritized and interrelated to other personal values. Thus, organization is really a cognitive extension of valuing.

4.1 Conceptualization of a value. The person understands service in relation to other values.

4.2 Organization of a value system. The person brings service values into a consistent and organized system of values. Service has a stable ordinal value within that system.

The final level is included for completeness with regard to the original system of objectives (Krathwohl, et. al., 1964). However, we believe that it might not even be desireable for "service" to reach these levels of commitment.

5.0 **Characterization by a value or a value complex.** The value of service is accepted without emotion. Threats to this value might arouse emotional defense, but the person is generally able to accept the value as part of a personal "world view".

5.1 Generalized Set. The person develops a basic orientation toward service which enables the individual to reduce and order the complex world, acting consistently within that world. Thus, a service value colors the person's perception of the world.

5.2 Characterization. The person and others recognize "service" as a broad and encompassing part of the individual's personality.

Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964). Taxonomy of educational objectives: Handbook II. The Affective Domain. New York: David McKay, Inc.